

## DOCUMENT RESUME

ED 334 367

CE 058 378

TITLE Business Management Course Guide.  
INSTITUTION North Carolina State Dept. of Public Instruction,  
Raleigh. Div. of Vocational Education.  
PUB DATE 91  
NOTE 79p.  
PUB TYPE Guides - Classroom Use - Teaching Guides (For  
Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.  
DESCRIPTORS Affirmative Action; Budgeting; \*Business  
Administration; \*Business Education; Business Skills;  
Communication Skills; Decision Making Skills;  
Economics; Employee Attitudes; Equal Opportunities  
(Jobs); Federal Regulation; Financial Services; High  
Schools; Human Relations; International Trade; \*Labor  
Relations; Leadership Training; \*Marketing;  
Merchandising; Microcomputers; Money Management;  
Staff Utilization; State Curriculum Guides; Work  
Attitudes

## ABSTRACT

This course guide is designed for teaching about the U.S. business system. Students are introduced to management functions and the background knowledge/skills necessary to be a successful manager. The guide contains 10 competency goals: (1) nature of U.S. business; (2) environment of business; (3) types of business ownership; (4) management function; (5) employability skills and leadership development; (6) labor relations and legislation; (7) communications; (8) financial management; (9) production and marketing; and (10) critical issues. For each competency goal, objectives, learning activities, key terms, and suggested resources are listed. A bibliography of 56 printed resource materials, 12 visual materials, and 3 computer software packages is included.  
(NLA)

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**Dr. Clifton B. Belcher, Director  
Division of Vocational Education Services**

# **BUSINESS MANAGEMENT**

## **COURSE GUIDE**

**Business and Office Education**  
**Marketing Education**

**August 1991**

## FOREWORD

Business Management was introduced as a new course in the 1987 Program of Studies. It is offered in both the Business and Office Education and Marketing Education program areas.

The purpose of this course is to provide high school students an opportunity to learn about the nature and environment of the American business system. They are introduced to management functions and the background knowledge/skills necessary to be a successful manager.

This course guide was developed to assist Business Management teachers in presenting realistic and interesting lessons that result in student mastery of course competencies.

We hope this guide will be helpful to you in working with students in preparing them for their role in American business.



Bob Etheridge  
State Superintendent

## **ACKNOWLEDGEMENTS**

Several gifted Business and Office Education and Marketing Education teachers of Business Management contributed to the development of this course guide. Our sincere appreciation is extended to these teachers for their work.

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Special recognition is given to Pam Height, Business and Office Education secretary, for keying the guide.

**State Staff of  
Business and Office Education  
Marketing Education**

## Table of Contents

	Page
<b>Foreword</b>	ii
<b>Acknowledgements</b>	iii
<b>Competency Goal</b>	
1 <i>Nature of American Business</i>	
Objective    1.1	1
1.2	3
2 <i>Environment of Business</i>	
Objective    2.1	5
2.2	7
2.3	9
3 <i>Types of Business Ownership</i>	
Objective    3.1	11
3.2	13
4 <i>Management Functions</i>	
Objective    4.1	15
4.2	17
4.3	19
4.4	21
5 <i>Employability Skills and Leadership Development</i>	
Objective    5.1	23
5.2	25
5.3	27
5.4	29
6 <i>Labor Relations and Legislation</i>	
Objective    6.1	31
6.2	33
6.3	35

<b>Competency Goal</b>		<b>Page</b>
7	<i>Communications</i>	
	Objective 7.1	37
	7.2	39
	7.3	41
	7.4	43
8	<i>Financial Management</i>	
	Objective 8.1	45
	8.2	47
	8.3	49
	8.4	51
	8.5	53
9	<i>Production and Marketing</i>	
	Objective 9.1	55
	9.2	57
10	<i>Critical Issues</i>	
	Objective 10.1	59
	10.2	61
	10.3	63
	<b>Resource Materials--Printed Materials</b>	65
	<b>Resource Materials--Visual Materials</b>	70
	<b>Computer Software List</b>	71

## BUSINESS MANAGEMENT

### I. Nature of American Business

#### Competency Goal 1:

*The learner will describe the nature of American business.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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1.1 Identify basic economic concepts.

1. Read your local newspaper and cut out three stories that involve economics. Answer the following questions about your article:
  - a. How does scarcity affect the story?
  - b. Does the story involve goods, services, or both?
  - c. Do you think the study of economics is important to understanding the news article?
2. Keep a vocabulary notebook for this unit.
3. Collect articles about economics and bring them to class. (Teacher may discuss the major points in the articles). Your teacher may also place several or all of the articles on the board.
4. In small groups, brainstorm to explore reasons and possible solutions for the widespread misunderstanding and lack of information about economics. As you brainstorm, follow these rules: (a) work for quantity; (b) don't prejudge ideas, just list them; (c) accept all ideas, don't prejudge no matter how crazy, and then (d) evaluate each item. List the responses on the board and decide as a class how each individual can help to correct misunderstanding or educate people about our economic system.
5. Draw a cartoon picture or diagram illustrating the role of government in one of the following types of economic systems: capitalism, communism, socialism.



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**KEY TERMS****SUGGESTED RESOURCES**

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Capital  
Capital goods  
Capitalism  
Communism  
Conservation  
Consumer Goods  
Consumer Price Index  
Consumers  
Consumption  
Demand  
Depression  
Distribution  
Economics  
Economists  
Economic system  
Exchange  
Exports  
Factors of production  
GNP  
Imports  
Income  
Inflation  
Labor  
Land  
Macroeconomics  
Monopoly  
Natural Resources  
Noneconomic wants  
Oligopoly  
Producers  
Quota  
Recession  
Resources  
Scarcity  
Services  
Socialism  
Standard of Living  
Supply  
Tariff

**Business Principles and Management**  
9th Edition

**Economics: Principles and Applications**  
10th Edition

**Economics for Young Americans**

## BUSINESS MANAGEMENT

### I. Nature of American Business

#### Competency Goal 1:

*The learner will describe the nature of American business.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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1.2 Describe the impact of the free enterprise system.

1. What would be the "perfect economic system? Ask the question of a local businessperson, local labor leader and an elected officer. What would they change? What would they borrow from other systems? How would government play a part? Compare the responses to your questions and report your results to the class.
2. In a free enterprise system, the change to make a profit motivates people to open businesses. But, is this the only reason to start a business? Interview three local business owners and ask them, "Why did you start your business?" List all the reasons given. Which ones appear the most? Which ones appear the least? Is profit mentioned by one or all of them? Summarize your findings and report them to class.
3. Read the "Bill of Rights" of the U. S. Constitution and explain in your own words each of the freedoms protected by these amendments. Prepare an oral report on these personal freedoms.
4. Write an essay describing why you think the American free enterprise system has resulted in the United States having one of the highest standards of living in the world.
5. Develop a campaign designed to promote the positive image of our American free enterprise system or any other activity related to the free enterprise system (i.e., FBLA Free Enterprise Project.)

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Adam Smith  
Business  
Capitalism  
Competition  
Constitution of the United States  
Declaration of Independence  
Demand  
Entrepreneurship  
Freedom of Choice  
Modified capitalism  
Monopoly  
Private enterprise  
Private property  
Sherman Antitrust Act  
Standard of Living  
Supply  
The Bill of Rights

**Business Principles and Management**  
9th Edition

**Economics: Principles and Applications**  
10th Edition

**Economics for Young Americans**

## BUSINESS MANAGEMENT

### II. Environment of Business

#### Competency Goal 2:

*The learner will identify and evaluate the business environment*

---

#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |   |
|-----|--|----|---|
| 2.1 | Identify major economic problems affecting the business environment. | 1. | Name three or four products recently introduced into the market and made available because of advances made in technology.                            |
|     |  | 2. | Do Case 3-2 in <u>Business Principles and Management</u> , 9th Edition, page 60.  |
|     |  | 3. | In what ways has the status of women significantly changed in the 20th century? How have these changes affected the economic environment of business? |
|     |  | 4. | How does the level of economic development affect the growth of businesses?   |
|     |  | 5. | Do problem 3F in the <u>Study Guide to Business Principles and Management</u> , 9th Edition, p. 22.   |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Business  
Capital formation  
Form utility  
Free trade  
Income  
Intangible  
Marketing  
Place utility  
Possession utility  
Quota  
Tangible  
Tariff  
Technology  
Time utility  
U.S. Census

**Business Principles and Management**  
9th Edition

**Economics: Principles and Applications**  
10th Edition

**Economics of Our Free Enterprise System**

**Economics for Young Americans**

**Economic LAPS**  
Marketing Education Resource Center, Inc., The Ohio  
State University, 1375 King Avenue,  
P. O. Box 12226, Columbus, OH 43212-0226

## BUSINESS MANAGEMENT

### II. Environment of Business

#### Competency Goal 2:

*The learner will identify and evaluate the business environment.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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2.2 Evaluate the social and cultural problems affecting the business environment.

1. What is a more significant figure to businesses: discretionary income or disposable income? Why?
2. How is the size of the population as well as the nature of the population important to businesses? Cite examples to verify this.
3. Do Problem 2F in Study Guide to Business Principles and Management, pp. 19-20.
4. Develop a list of fringe benefits that you feel should be offered to employees in the workplace. Compare all the listings of the class. Which ones appear the most? the least? Are there any not mentioned in the textbook?
5. Do "Gadgetronics"--A Retail Decision-Making Simulation especially segment dealing with solving labor problems.

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**KEY TERMS**

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Baby boom  
Baby bust  
Better Business Bureau  
Chamber of Commerce  
Comparable worth  
Demographics  
Discretionary income  
Disposable personal income  
Energy  
Environment  
Ethics  
Frostbelt  
Labor force  
Labor participation force  
Market segmentation  
Market segments  
OPEC  
Pollution  
Poverty  
Psychographics  
Quality of work life  
Recycling  
Rights of consumers  
Social responsibility  
Sunbelt  
Zero Population Growth

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**SUGGESTED RESOURCES**

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**Business Principles and Management**  
9th Edition

**Marketing Practices and Principles**  
4th Edition

**Gadgetronics--A Retail Decision-Making  
Simulation**

**Economics LAPS**  
Marketing Education Resource Center  
The Ohio State University, 1375 King Avenue  
P.O. Box 12226, Columbus, Ohio 43212-0226

## BUSINESS MANAGEMENT

### II. Environment of Business

#### Competency Goal 2:

*The learner will identify and evaluate the business environment.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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2.3 Describe the effect legal problems have on the business environment.

1. Do Problems and Projects #5 in Business Principles and Practices, 9th Edition, p. 81.
2. Collect from magazines and newspapers examples of different trademarks. Past them on index cards and place the name of the company or product it belongs to the back of the card. See how many your classmates can identify.
3. Do Problem 4G in the Study Guide of Business Principles and Practices, 9th Edition, p. 27.
4. Visit your local city/county offices and obtain a copy of (1) local zoning regulations, (2) licenses and permits, and (3) taxes and fees as they pertain to your particular location.
5. Obtain a copy of an individual income tax form and complete all sections.



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## KEY TERMS

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Assessed valuation  
Building codes  
Clayton Act  
Competition  
Consumer Product Safety Act  
Copyright  
False advertising  
Federal Trade Commission  
Income Tax  
Information liability  
Interstate commerce  
Intrastate commerce  
Licensing  
Monopoly  
Patent  
Personal property tax  
Price discrimination  
Progressive tax  
Property tax  
Proportional tax  
Public franchise  
Real property tax  
Regressive tax  
Robinson-Patman Act  
Sales tax  
Sherman Antitrust Act  
The Food and Drug Administration  
Trademark  
Warranty Act  
Wheeler-Lea Act  
Zoning

## SUGGESTED RESOURCES

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**Business Principles and Management**  
9th Edition

**Marketing Practices and Principles**  
4th Edition

**Economics LAPS, Marketing Education**  
Resource Center, Inc., The Ohio State  
University, 1375 King Avenue,  
P. O. Box 12226, Columbus, OH 43212-0226

**Understanding Taxes, Internal Revenue**  
Service, P. O. Box 1400K, Dayton, OH 45414

## BUSINESS MANAGEMENT

### III. Types of Business Ownership

#### Competency Goal 3:

*The learner will explain and evaluate the types of business ownership.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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3.1 Explain the four types of business ownership.

1. Make a list of local businesses in your area. Categorize them by type of ownership. Compare the list with your classmates. Are there more of one type than another? Speculate on reasons why.
2. Debate controversial Question 2 found in Study Guide to Business Principles and Practices, p. 164.
3. Do Problem 1F in Study Guide to Business Principles and Practices, p. 16.
4. Make a list of traits you feel are important to an entrepreneur. First, rank them individually; then in small groups. Next, try to arrive at a class consensus.
5. Write a report on two North Carolina businesses that are multinational corporations.

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## KEY TERMS

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Assets  
Balance sheet  
Board of Directors  
Capital stock  
Certificate of incorporation  
Charter  
Close corporation  
Cooperative  
Corporation  
Credit unions  
Creditors  
Dividends  
Entrepreneur  
Foreign corporation  
Franchise  
Franchisee  
Franchisor  
Multinational  
Mutual insurance company  
Net worth  
Officers  
Open corporation  
Partnership  
Partnership Agreement  
Proprietor  
Proxy  
Risk  
Shares  
Sole proprietorship  
Stockholders

## SUGGESTED RESOURCES

**Business Principles and Management**  
9th Edition

**Marketing Practices and Principles**  
4th Edition

**Economics LAPS, Marketing Education**  
Resource Center, Inc., The Ohio State  
University, 1375 King Avenue, P. O. Box 12226  
Columbus, OH 43212-0226

**Economics for Young Americans**

## BUSINESS MANAGEMENT

### III. Types of Business Ownership

#### Competency Goal 3:

*The learner will explain and evaluate the types of business ownership.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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3.2 Evaluate the advantages and disadvantages of each form of business ownership.

1. Compare the organization of a corporation to the structure of your local school system. Identify the structural parts of the school's organization that match: stockholders, board of directors, president, vice president, labor and product.
2. Use library resources to write a report on state bankruptcy laws. If possible, name some businesses that have declared bankruptcy in recent years.
3. Use a current magazine, such as "Fortune 500": to make a list of the top 20 businesses. Research their origins and indicate how they were started.
4. Develop a chart to explain the major features advantages and disadvantages of each type of ownership. Cite local businesses that fit each type.
5. Research reasons why various people in your community decided to go into business. Interview a sole proprietor, a partnership, a corporation, and a franchisor. Ask them the following questions: (a) Why did you decide to go into business? (b) How many years ago was the decision made? (c) What are some advantages? (d) What are some disadvantages? (e) Why did you decide on this particular form of business? (f) If you had to start over again, what changes, if any, would you make? Summarize and report your findings to the class.

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**KEY TERMS**

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Bankruptcy  
Conglomerate merger  
Corporation  
Horizontal merger  
Multinational  
Partnership  
Sole proprietorship  
Vertical merger

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**SUGGESTED RESOURCES**

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**Business Principles and Management**  
9th Edition

**Marketing Practices and Principles**  
4th Edition

**Economic LAPS, Marketing Education**  
Resource Center, Inc., The Ohio State University,  
1375 King Avenue, P. O. Box 12226,  
Columbus, OH 43212-0226

## BUSINESS MANAGEMENT

### IV. Management Functions

#### Competency Goal 4:

*The learner will describe the basic functions of management and solve related problems*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |  |
|-----|--|----|--|
| 4.1 | Develop a simple organizational chart and describe authority relationships shown on the chart. | 1. | Read pages 462-478, <u>Business Principles and Management</u> , 9th Edition.   |
|     |  | 2. | Read pages 106-116, <u>Retailing</u> , 4th Edition.  |
|     |  | 3. | Complete Case Problems, 1 and 2, pages 128-129, <u>Retailing</u> , 4th Edition.  |
|     |  | 4. | Complete Review Questions 1-9, pages 127-128, <u>Retailing</u> , 4th Edition.  |
|     |  | 5. | Discuss the role of an organization chart and how this instrument is used by employees and management in business organizations. |
|     |  | 6. | Complete Case Problem 2, pages 128-129, <u>Retailing</u> , 4th Edition.  |

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**KEY TERMS**

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Authority  
Centralized organization  
Decentralized organization  
Line and Staff organization  
Organization chart  
Responsibility  
Span of control  
Unity of command

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**SUGGESTED RESOURCES**

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**Business Principles and Management**  
9th Edition

**Retailing**

**Retail Merchandising**

**"Marketing and Merchandising Curriculum Guide", North Carolina State Department of Public Instruction, 1984.**

## BUSINESS MANAGEMENT

### IV. Management Functions

#### Competency Goal 4:

*The learner will describe the basic functions of management and solve related problems.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |   |
|-----|--|----|---|
| 4.2 | Develop a plan for identifying staffing needs. | 1. | Read pages 462-472, <u>Business Principles and Management</u> , 9th Edition.                            |
|     |  | 2. | Read pages 21-31, <u>The Management Function</u> , 2nd Edition.   |
|     |  | 3. | Read pages 59-69, <u>Supervisory Skills in Marketing</u> , 1st Edition.                                 |
|     |  | 4. | Complete Problem, 24-1, page 105, <u>Business Principles and Management</u> , Study Guide, 9th Edition. |
|     |  | 5. | Complete Project 10, <u>The Management Function</u> , Instructor's Guide.                               |
|     |  | 6. | Develop a work week schedule for employees.   |



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**KEY TERMS**

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Minimum force  
New employee  
Part-time employee  
Productivity  
Regular employee  
Scheduling  
Task  
Training

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**SUGGESTED RESOURCES**

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**Supervisory Skills in Marketing**

**Business Principles and Management**  
9th Edition

**The Management Function**  
2nd Edition

**Gadgetronics--A Retail Decision Making  
Simulation**

**Business Principles and Management**  
7th Edition

## BUSINESS MANAGEMENT

### IV. Management Functions

#### Competency Goal 4:

*The learner will describe the basic functions of management and solve related problems.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |   |    |  |
|-----|---|----|--|
| 4.3 | Prepare guidelines for selecting the most qualified person for a specific position. | 1. | Read pages 381-399, <u>Business Principles and Management</u> , 9th Edition.   |
|     |   | 2. | Read pages 39-49, <u>The Management Function</u> .   |
|     |   | 3. | Complete Problems and Projects 1-5, pages 400-401, <u>Business Principles and Management</u> , 9th Edition.  |
|     |   | 4. | Complete Projects 6-1 through 6-4, <u>The Management Function</u> Instructor's Guide.  |
|     |   | 5. | Have the students list 10 questions they think should be asked an applicant during an interview. Share questions with the class and come to a class consensus of the best 10.  |
|     |   | 6. | Divide the class into 2-4 teams and have them debate the usefulness of affirmative action program. One side should be pro and the other con. Give students time to research their side including interviews and outside guests to support their side.  |
|     |   | 7. | Have the students assume the position of manager and role-play an interview with a job applicant (another student). Have the remainder of the class react to the interview and discuss if this student should be hired or not based on the simulation. |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Ability  
Communication skills  
Empathy  
Experience  
Honesty  
Intelligence  
Interest  
Maturity  
Objectivity

**Supervisory Skills in Marketing**

**Business Principles and Management**  
9th Edition

**Business Principles and Management**  
7th Edition

**The Management Function**  
2nd Edition

**Gadgetronics--A Retail Decision Making  
Simulation**

## BUSINESS MANAGEMENT

### IV. Management Functions

#### Competency Goal 4:

*The learner will describe the basic functions of management and solve related problems.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |   |
|-----|--|----|---|
| 4.4 | Apply decision-making techniques to solve management problems. | 1. | Read pages 45-54, <u>Supervisory Skills in Marketing</u> .                                |
|     |  | 2. | Read pages 482-493, <u>Business Principles and Management</u> , 9th Edition.              |
|     |  | 3. | Read pages 32-34, <u>The Management Function</u> .  |
|     |  | 4. | Read pages 33-39, <u>The Management Function</u> .  |
|     |  | 5. | Complete "Sharpening Your Outlook," pages 54-55, <u>Supervisory Skills in Marketing</u> . |
|     |  | 6. | Complete Project 5, page 57, <u>Supervisory Skills in Marketing</u> .                     |
|     |  | 7. | Complete Case 25-1, page 495, <u>Business Principles and Management</u> , 9th Edition.    |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Goal  
Management By Objective (MBO)  
Objective  
Problem  
Problem solving process  
Scientific method  
Strategy  
Symptom  
Variance report

**Supervisory Skills in Marketing**

**Business Principles and Management,**  
9th Edition

**Business Principles and Management**  
7th Edition

**The Management Function**  
Instructional Materials Center  
The University of Texas, 1975.

## BUSINESS MANAGEMENT

### V. Employability Skills and Leadership Development Competency Goal 5:

*The learner will develop skills needed for effective leadership and job advancement.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |   |
|-----|--|----|---|
| 5.1 | Identify characteristics of an effective leader. | 1. | Read pages 1-10, <u>Supervisory Skills in Marketing</u>   |
|     |  | 2. | Read pages 448-458, <u>Business Principles and Management</u> , 9th Edition.  |
|     |  | 3. | Read pages 389-401, <u>Business Principles and Management</u> , 7th Edition.  |
|     |  | 4. | Read pages 15-21, <u>The Management Function</u>  |
|     |  | 5. | Complete "Sharpening Your Outlook," page 13, <u>Supervisory Skills in Marketing</u> .   |
|     |  | 6. | Complete "Project Six," Instructor's Guide, <u>The Management Function</u> .  |
|     |  | 7. | Have students identify the ten most important characteristics of an effective leader from their standpoint. Discuss with class and come to a class consensus on the best ten. |
|     |  | 8. | Complete "Problems/Projects 1, 2, & 3", pages 403-404, <u>Business Principles and Management</u> , 7th Edition.   |

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**KEY TERMS**

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Autocratic leader  
Conflict  
Democratic leader  
Ethics  
Evaluation  
Human relations  
Integrity  
Leadership  
Leadership styles  
Motivation  
Self control

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**SUGGESTED RESOURCES**

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**Supervisory Skills in Marketing**

**Business Principles and Management**  
9th Edition

**Business Principles and Management**  
7th Edition

**The Management Function**  
Instructional Materials Center  
The University of Texas

## BUSINESS MANAGEMENT

### V. Employability Skills and Leadership Development Competency Goal 5:

*The learner will develop skills needed for effective leadership and job advancements.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |  |
|-----|--|--|
| 5.2 | Show awareness of appropriate work attitudes and habits needed for managers. | 1. Read pages 91-104, <u>Supervisory Skills in Marketing</u> .   |
|     |  | 2. Read pages 389-401, <u>Business Principles and Management</u> , 7th Edition.                                  |
|     |  | 3. Read pages 121-160, <u>Retailing</u> , 4th Edition.   |
|     |  | 4. Read pages 482-493, <u>Business Principles and Management</u> , 9th Edition.                                  |
|     |  | 5. Complete Project 8, page 107, <u>Supervisory Skills in Marketing</u> .  |
|     |  | 6. Complete Case Problems 20-1 & 20-2, pages 404-405, <u>Business Principles and Management</u> , 7th Edition.   |
|     |  | 7. Complete Case Problems, pages 162-163, <u>Retailing</u> , 4th Edition.  |
|     |  | 8. Complete Case Problems 25-1 and 25-2, pages 475-476, <u>Business Principles and Management</u> , 9th Edition. |



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**KEY TERMS****SUGGESTED RESOURCES**

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Conflict  
Empathy  
Ethics  
Grievances  
Honesty  
Leadership styles  
Loyalty  
Motivation  
Planning  
Prejudice  
Understanding  
Work rules

**Supervisory Skills in Marketing**

**Business Principles and Management**  
9th Edition

**Business Principles and Management**

**etailing**  
4th Edition

## BUSINESS MANAGEMENT

### V. Employability Skills and Leadership Development

#### Competency Goal 5:

*The learner will develop skills needed for effective leadership and job advancement.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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5.3 Describe personality traits that can affect human relations.

1. Read The Fifty Minute Supervisor, 2nd Edition.
2. Read pages 85-97, Working at Human Relations.
3. Complete "Time Management Simulation," Ohio State Curriculum Materials Lab.
4. Complete "Art of Delegation," Ohio State Curriculum Materials Lab.
5. Listen to tapes, "Lead the Field," Earl Nightingale.

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**KEY TERMS**

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Collective Bargaining  
Effort  
Enthusiasm  
Evaluation  
Honesty  
Listening  
Motivation  
Reliability  
Theory X  
Theory Y  
Unions

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**SUGGESTED RESOURCES**

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**Supervisory Skills in Marketing**

**Business Principles and Management**  
9th Edition

**Business Principles and Management**  
7th Edition

**Time Management**

John R. Birringer, Mike Hill, Robert Leonard,  
and Lloyd Foster, The Ohio State Curriculum Lab,  
Columbus, OH, 1976.

**Art of Delegation**

Robert Canio  
The Ohio State University Curriculum Lab, 1976

**Solving Problems/Making Decisions****The Fifty Minute Supervisor**

Elwood N. Chapman  
The MarkEd Resource Center, Columbus, OH, 1988.

## BUSINESS MANAGEMENT

### V. Employability Skills and Leadership Development

#### Competency Goal 5:

*The learner will develop skills needed for effective leadership and job advancement.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |   |
|-----|--|----|---|
| 5.4 | Exhibit leadership skills developed through participation in parliamentary procedure sessions and/or FBLA. | 1. | Read and discuss <u>Parliamentary Procedures at a Glance</u> .  |
|     |  | 2. | Read and discuss <u>The How in Parliamentary Procedure</u> .  |
|     |  | 3. | Complete assignments 1-12, <u>The How in Parliamentary Procedure</u> Student Assignments Handbook.  |
|     |  | 4. | Conduct several simulated FBLA meetings. Have different class members play roles while others handle the situation using parliamentary procedure. |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Accept  
Amendment  
Appeal  
Assembly  
Bylaws  
Chair  
Debate  
Division  
Floor  
Lay on the table  
Majority  
Motion  
Orders of the day  
Question  
Rescind

**Parliamentary Procedure At A Glance**  
New Edition

**The How In Parliamentary Procedure**

**Roberts Rules of Order**

## BUSINESS MANAGEMENT

### VI. Labor Relations and Legislation

#### Competency Goal 6:

*The learner will identify and analyze legislation affecting labor relations.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |   |
|-----|--|----|---|
| 6.1 | Identify major tactics and objectives of labor unions. | 1. | Read pages 419-425 of <u>Business Principles and Management</u> , 9th Edition or <u>Business Principles</u> , pages 450-457, 9th Edition.   |
|     |  | 2. | Define and discuss the meaning of the key terms.  |
|     |  | 3. | Develop a chart showing five objectives and five tactics used by unions to represent the needs of employees.  |
|     |  | 4. | Interview a supervisor of a local business establishment to determine tactics used by his/her company to solve problems and keep the employees satisfied without the assistance of a union. Prepare a short report and share it with the class. |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Boycott  
Collective bargaining  
Give-back  
Injunction  
Labor union  
Labor contract  
Picketing  
Strike  
Strike insurance

**Applied Economics**--A program of Junior Achievement--the textbook component of the program was developed under the direction of Peter J. Harder Vice President, Applied Economics. Gerson Antell, Senior Text Editor, supervised the preparation and writing of this edition, copyright 1985.

**Economics, Principles, and Applications**

**Business Principles and Management**

A local community business organization

## BUSINESS MANAGEMENT

### VI. Labor Relations and Legislation

#### Competency Goal 6:

*The learner will identify and analyze legislation affecting labor relations.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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6.2 Describe the nature of labor unions in the United States.

1. Read pages 450-452, Business Principles and Management, and pages 311-323, Economics, Principles, and Applications, 10th Edition, South-Western Publishing Company.
2. Discuss the meaning of the key terms. Type the terms on slips of paper and place them in a box. Let each student select a term from the box and lead the discussion.
3. Prepare a report tracing the development of unions in the United States from 1930 to 1991. Use the school library or city library to collect needed materials for the report. Discuss your findings with the class.
4. Demonstrate your knowledge of labor unions by dividing the class into two teams, and conducting a debate on the advantages and disadvantages of labor unions.



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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Agency shop  
Blacklists  
Closed shop  
Craft unions  
Federation  
Industrial unions  
Labor unions  
Lockout  
OASDI  
Open shop  
Preferential shop  
Union shop  
Workers' compensation laws

**U. S. NEWS AND WORLD REPORT**  
Research Department  
2400 N. St., NW  
Washington, DC 20037-1196

**USA TODAY Newspaper**

**TIME Magazine**

**Economics, Principles, and Applications**  
10th Edition

**Business Principles and Management**  
8th and 9th Editions

## BUSINESS MANAGEMENT

### VI. Labor Relations and Legislation

#### Competency Goal 6:

*The learner will identify and analyze legislation affecting labor relations.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |   |  |
|---|--|
| 6.3 Identify and analyze equal employment and affirmative action legislation. | <ol style="list-style-type: none"><li>1. Read pages 424-434, <u>Business Principles and Management</u>, 9th Edition.</li><li>2. Discuss the key terms.</li><li>3. Prepare a comparison report explaining why there has been a decline in union membership.</li><li>4. Read Case 22-1, page 437, <u>Business Principles and Management</u>, 9th Edition. Prepare answers for the three questions related to the case, and conduct a team discussion of question number 3.</li><li>5. Debate the issue--"Is There Still a Need for Affirmative Action Programs?" Why? or Why not?</li><li>6. Manual--<u>Business Principles and Management</u>, 9th Edition. Have students collect information that describes the types of discrimination that still exist in business today (difference in wages and salaries for racial minorities and women, etc.).</li></ol> |
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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Affirmative action program  
Cafeteria plan  
Flex-time  
Job design  
Job enlargement  
Job enrichment  
Job sharing  
Pension  
Profit sharing

Library resources

**Business Principles and Management**  
9th Edition

**Managing Employee Benefits**  
*(A pamphlet available from the nearest Small  
Business Administration office.)*

**The Role of Unions in the American  
Economy**  
*(A book available from the Joint  
Council on Economic Education  
2 Park Avenue, New York, NY 10016)*

## BUSINESS MANAGEMENT

### VII. Communications

#### Competency Goal 7:

*The learner will develop writing, listening, speaking, and reading skills related to business management.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |    |   |
|-----|--|----|---|
| 7.1 | Summarize basic guides for improving communications. | 1. | Read pages 351-356 of <u>Business Principles and Management</u> , 8th Edition.  |
|     |  | 2. | Read pages 360-361, 367-373 of <u>Business Principles and Management</u> , 9th Edition.   |
|     |  | 3. | Explain how someone who is planning to send a message can help to make certain the message will be clear.   |
|     |  | 4. | Discuss what strategy one would use to help resolve a conflict situation between two employees who are always disagreeing as to how a task should be handled. |
|     |  | 5. | List types of communication problems businesses have with (1) suppliers, (2) other businesses, and (3) customers.   |
|     |  | 6. | Read Case Problem 18-1, pages 366-367 of <u>Business Principles and Management</u> , 8th Edition. Answer related questions.                                   |
|     |  | 7. | Read Case Problems 19-1, 19-2, pages 376-377 of <u>Business Principles and Management</u> , 9th Edition. Answer related questions.                            |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Communications  
Conflict  
Distortion  
Distraction  
Nominal group technique

**Business Principles and Management**  
8th Edition

**Business Principles and Management**  
9th Edition

**Communications in the Modern Corporate Environment**

**Principles of Information Systems for Management**  
2nd Edition

**Computers and End User Software**

**Business Communications: Process and Practice**

**Using Computers in an Information Age**

## BUSINESS MANAGEMENT

### VII. Communications

#### Competency Goal 7:

*The learner will develop writing, listening, speaking, and reading skills related to business management.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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7.2 Compare various types of communication channels.

1. Read pages 357-363 of Business Principles and Management, 8th Edition.
2. Read pages 361-366 of Business Principles and Management, 9th Edition.
3. Describe the different types of communication channels. How are they used in business?
4. Compare the advantages and disadvantages of using the telephone rather than letters to communicate.
5. Read Case Problems 18-2, 18-3, pages 367-368 of Business Principles and Management, 8th Edition. Answer related questions.
6. Demonstrate different messages of nonverbal communication channel by using only hands and/or arms.
7. Write a business form letter using a word processing computer program to area businesses requesting information on the types of communication channels used in their company.

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**KEY TERMS**

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Analytical report  
Brainstorming  
Communication channel  
Communication network  
Culture  
Feedback  
Form letter  
Grapevine  
Information report  
Mailgram  
Report  
Telegram

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**SUGGESTED RESOURCES**

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**Information Systems: Theory & Practice**

**Small Computer Series & Applications**

**Administrative Office Management**  
9th Edition

**Management Information Systems: Planning  
and Decision Making**

**Financial Management with Lotus 1 2 3**

**Information Systems in Management**  
3rd Edition

**Communicating in Business**

**Software Reviews on File, Facts on File**

## BUSINESS MANAGEMENT

### VII. Communications

#### Competency Goal 7:

*The learner will develop writing, listening, speaking, and reading skills related to business management.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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7.3 Demonstrate the use of microcomputers in a business management environment.

1. Read pages 371-374 of Business Principles and Management, 8th Edition.
2. Read pages 337-343 of Business Principles and Management, 9th Edition.
3. Describe an executive work station in the office of the future.
4. Discuss why telecommunications has become important in the computer world.
5. Interview an owner of a small business. Discuss the types of records-management system used. Identify (1) the type of records maintained, (2) whether the system is manual or automated, (3) who is responsible for records management, and (4) how the system could be improved.
6. Survey media centers and other school departments to evaluate and compare various computer programs used by schools and businesses.



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## KEY TERMS

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## SUGGESTED RESOURCES

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Cathode-ray tube  
Central processing unit  
Chips  
Computer  
Data  
Data processing  
Electronic typewriter  
Hardware  
Information  
Input  
Keyboarding  
Knowledge workers  
Mainframes  
Management information systems  
Microcomputers  
Minicomputers  
Monitor  
Output  
Programmers  
Software  
Software programs  
Terminal  
Text editor  
Word processing  
Word processor

**Managerial Communication: A Finger on the Pulse**, 2nd Edition

**"Books Useful in Teaching Business Applications on the Computer."** *(An annual bibliography available from School of Business Administration, University of Colorado, Cragmor Road, Boulder, CO 80907.)*

**"How to Get Started with a Small Computer."** *(A booklet available from U. S. Small Business Administration, Office of Business Department, Mail Code: 7013, Washington, DC 20416.)*

**"What is a Computer?"** *(One of four films from a series entitled INTRODUCING COMPUTERS. Available from XICOM Video Arts, Sterling Forest, Tuxedo, NY 10987.)*

**"Easy to Use."** *(One of six films from a series entitled THE ELECTRONIC OFFICE SERIES. Available from British Broadcasting Co.--TV (BBC). 630 Fifth Avenue, New York, NY 10020.)*

**"The Corporation: Automation Chaos."** *(One of three films in a series entitled MANAGING INFORMATION SYSTEMS. Available from Encyclopedia Britannica Educational Corp., 425 N. Michigan Avenue, Chicago, IL 60611.)*

## BUSINESS MANAGEMENT

### VII. Communications

#### Competency Goal 7:

*The learner will develop writing, listening, speaking, and reading skills related to business management.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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7.4 Describe how the micro-computer can be used to process data efficiently.

1. Read pp. 374-384 of Business Principles and Management, 8th Edition.
2. Read pp. 343-353 of Business Principles and Management, 9th Edition.
3. Discuss the steps involved in creating a management information system.
4. Identify the ways in which records can be created and then put into printed form.
5. Read Case Problem 18-1, page 356 of Business Principles and Management, 9th Edition. Answer related questions.
6. Invite a local computer representative to demonstrate how microcomputers can be used to process data efficiently in businesses.

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Computer integrated manufacturing	<b>"Effective Business Communications."</b> (A pamphlet available from U. S. Small Business Administration, Office of Business Development, Mail Code: 7013, Washington, DC 20416.)
Computer output microfilm	
Data processing system	
Decision support system	
Digital records	
Electronic mail	
Facsimile/fax	
Hard copy	<b>"Communicating Effectively: An Essential Skill for Job Success."</b> (A 20-minute film available from Barr Films, 3490 East Foothill Boulevard, P.O. Box 5667, Pasadena, CA 91107.)
Intelligent copiers	
Local area network	
Mouse	
Multitasking	
Optical character reader	<b>"Communication: Barriers and Pathways. Listening: A Key to Problem Solving."</b> (A 17-minute and a 22-minute film available from AIMS Media, 6901 Woodley Avenue, Van Nuys, CA 92406-4878.)
Records management	
Telecommunications	<b>"Creative Problem Solving: How to Get Better Ideas."</b> (A 26-minute film available from CRM Films, 2233 Faraday, Suite F., Carlsbad, CA 92008.)
	<b>"Improving Management Productivity: 5 Ways to Manage Conflict." "Meetings, Bloody Meetings."</b> (Both 30-minute films available from XICOM Video Arts, Sterling Forest, Tuxedo, NY 10987.)
	<b>"Non-Verbal Communication."</b> (A 15-minute film available from Salenger Educational Films, 470 Park Avenue South, New York, NY 10016.)

## BUSINESS MANAGEMENT

### VIII. Financial Management

#### Competency Goal 8:

*The learner will describe record systems and analyze financial data.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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8.1 Summarize why business firms need good financial records.

1. Read Part I of Financial Recordkeeping for Small Stores, "The Why, What, and How of Records"; and Century 21 Accounting, First Year, pages 3 and 4. Explain why business firms should keep good financial records.
2. Define and discuss the meaning of the key terms.
3. Identify materials needed to build a good recordkeeping system. Share your findings with the class.
4. Explain the importance of preparing financial statements.
5. Explain how one determines the appropriate methods and equipment to use in a recordkeeping system.
6. View film entitled "Running a Small Business Series: Basic Records for a Small Business."

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Accounting records  
Accounts payable record  
Accounts receivable record  
Assets  
Balance sheet  
Capital statement  
Financial management  
Financial statement  
Liabilities

**Century 21 Accounting**  
4th Edition

**PACE** Revised, Unit 15, "Keeping the Business Records," The National Center for Research in Vocational Education, the Ohio State University Columbus, OH 43210.

**Financial Recordkeeping for Small Stores**  
Robert C. Ragan and M. Zafar Iqbal, U. S. Small Business Administration, Washington, DC, 1985.

## BUSINESS MANAGEMENT

### VIII. Financial Management

#### Competency Goal 8:

*The learner will describe record systems and analyze financial data.*

---

#### OBJECTIVES

#### LEARNING ACTIVITIES

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8.2 Describe how budgets are used to run business firms efficiently.

1. Read Chapter 12, pages 217-234 of Business Principles and Management. Define the key terms: Type the terms on strips of paper, and place them in a hat. Let each student draw, randomly, a term from the hat and define the word.
2. Read "Looking Ahead," The Handbook of Small Business Finance, pages 33-42. Observe the transparencies 12-2 and 12-3 in the teacher manual for Business Principles and Management. Discuss the budget process and types of budgets.
3. Read Problem 3, page 235 of Business Principles and Management. Answer the related questions.
4. Read Case 12-2, page 236 of Business Principles and Management. Answer the related questions.
5. Read pages 173-184, Enterprise--Starting Your Own Business, South-Western Publishing Company, 1988. Observe illustration on page 175, and prepare a cash budget for a small business of your choice.

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Advertising budget

Budget

Cash budget

Capital budget

Income statement budget

Merchandising budget

Projected financial statements

Sales budget

**A Handbook of Small Business Finance**

Jack Zwick, U. S. Small Business

Administration, Office of Business

Development, Washington, DC

**Financial Recordkeeping for Small Stores**

Robert C. Ragan and Zafar Iqbal, U. S.

Small Business Administration, U. S. Government Printing  
Office, Washington, DC 20402

**Century 21 Accounting**

First Year Course

**Business Principles and Management**

9th Edition

## BUSINESS MANAGEMENT

### VIII. Financial Management

#### Competency Goal 8:

*The learner will describe record systems and analyze financial data.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |  |  |
|-----|--|--|
| 8.3 | Describe how various financial experts can assist business managers in analyzing financial data generated by a computer. | 1. Read pages 238-248, <u>Business Principles and Management</u> , 9th Edition, 1990. Complete questions 13-15, page 249. Complete question 9 at the bottom of page 249. |
|     |  | 2. Define and discuss the key terms.   |
|     |  | 3. Prepare Case 13-1, page 250, <u>Business Principles and Management</u> , 9th Edition, 1990.   |
|     |  | 4. Community Research. Visit a local warehouse facility. Ask the company representative to discuss the firm's computerized inventory control system.                     |
|     |  | 5. Invite an accountant to speak to the class. Have the person explain how to analyze financial data generated by a computer.  |
|     |  | 6. Read <u>Managing the Finance</u> , ACE, Unit 16, Level 3. Complete activities on pages 16-22.   |
|     |  | 7. Collect end-of-the-year financial statements from area businesses, and do a comparison study of the balance sheets with similar activities.                           |



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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Accountants

Bankers

Consultants

Federal government

Insurance agents

SCORE

Small Business Administration

**Business Principles and Management**

**A Handbook of Small Business Finance**

Jack Zwick,

U.S. Small Business Administration

Washington, DC, 20416

**Financial Recordkeeping for Small Stores**

Robert C. Ragan and M. Zafar Iqbal

U. S. Small Business Administration

Washington, DC 20416

## BUSINESS MANAGEMENT

### VIII. Financial Management

#### Competency Goal 8:

*The learner will describe record systems and analyze financial data.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |   |    |  |
|-----|---|----|--|
| 8.4 | Analyze the role of banks and other financial institutions in the American economy and the services provided to businesses by these institutions. | 1. | Read pp. 271-288, <u>Business Principles and Management</u> . Define and discuss the key terms.  |
|     |   | 2. | Use library resources, and write a paper showing how deregulation of financial institutions has caused an increase in competition, new services, and some unfair practices.  |
|     |   | 3. | Visit several local banks, and compare the services offered businesses by each financial institution. Share findings with the class.   |
|     |   | 4. | Invite a speaker from a bank or a nonbank to speak to the class. Ask the speaker to identify some of the financial instruments that a business might use, and evaluate each instrument based upon risk and rate of return factors.                 |
|     |   | 5. | View transparency #15-4 teacher's manual, <u>Business Principles and Management</u> , South-Western Publishing Company, 1990. Identify and discuss some of the financial instruments available to financial managers for investing business funds. |
|     |   | 6. | Read Case 15-1, page 291, <u>Business Principles and Management</u> , South-Western Publishing Company, 1990. Prepare answers to the related questions.  |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Automatic teller machine (ATM)  
Bank  
Bank draft  
Check  
Cashier's check  
Certified check  
Commercial banks  
Direct deposit  
Electronic funds transfer (EFT)  
Investment company  
Mutual savings bank  
Money market fund  
Negotiable instrument  
nonbank bank  
Secured loans  
Short-term loans  
Unsecured loans

**Business Principles and Management**  
9th Edition

**What Every Investor Should Know** (A booklet  
available from Consumer Information Center-G  
P. O. Box 100, Pueblo, CO 81002.)

**"The Story of Checks and Electronic Payments"**  
(A booklet available from the Federal Bank of  
New York, Public Information Department  
Boston, MA, 02106.)

**Keeping Records in Small Business**  
John Cotton, U. S. Small Business Administration,  
Management Assistance, Washington, DC

**"Forecasting, An Effective Tool to Improve  
Decision Making"**

**ABC's of Borrowing** (A Venture Capital Primer  
for Small Business. Booklet available from  
U. S. Small Business Administration, Office of  
Business Department, Mail Code: 7013,  
Washington, DC 20416)

## BUSINESS MANAGEMENT

### VIII. Financial Management

#### Competency Goal 8:

*The learner will describe records systems and analyze financial data.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |     |   |    |   |
|-----|---|----|---|
| 8.5 | Describe the types of risks that businesses face for which insurance can or cannot cover. | 1. | Read pp. 315-330, <u>Business Principles and Management</u> , 9th Edition. Define and discuss the key terms.  |
|     |   | 2. | Prepare a chart showing the types of losses a business might suffer. List steps a business many take to prevent such losses.  |
|     |   | 3. | Read Case 17-1, page 332, <u>Business Principles and Management</u> , 9th Edition, South-Western Publishing Company. Answer the related questions.  |
|     |   | 4. | Read PACE, <u>Protecting the Business</u> , Unit 18, Lever. Complete all related individual and group activities.   |
|     |   | 5. | Invite an insurance representative to speak to the class. Ask the speaker to identify and discuss certain policies that will help a business minimize losses due to employee theft, vendor theft, bad checks, shoplifting, robbery, and injury and product liability. |
|     |   | 6. | Observe and discuss special types of business insurance listed on transparency 17-2, teacher's manual, <u>Business Principles and Management</u> , 9th Edition, South-Western Publishing Company.   |
|     |   | 7. | Develop a chart showing examples of noninsurable risks that businesses located in your community may face. List and discuss steps a business many take to minimize such risks.  |

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Coinurance  
Deductibles  
Insurance  
Insurable interest in property  
Insurer  
Insurance rates  
Insured  
Premium  
Reinsurance  
Risks  
Theft  
Vendor theft

**Business Principles and Management**  
9th Edition

**Insurance Checklist for Small Business**  
*(A pamphlet available from the nearest Small Business  
Administration Office.)*

**Protecting the Business, PAC** Revised, Unit 18, Levels  
1, 2, and 3, The National Center for Research in Vocational  
Education, The Ohio State University, Columbus, Ohio.

## BUSINESS MANAGEMENT

### IX. Production and Marketing

#### Competency Goal 9:

*The learner will plan, develop, and evaluate marketing strategies.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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- |  |   |
|--|---|
| 9.1 Identify the four elements of marketing. | <ol style="list-style-type: none"><li>1. Read <u>Marketing for Small Business</u>, a currently available booklet which can be secured from any local SCORE office. Identify and discuss each of the common marketing activities.</li><li>2. <u>Research</u>--Identify and make a list of available marketing jobs. Select one of the jobs and do career research to determine the skills required, opportunities for employment, educational requirements, etc. Display your findings in chart form in the classroom.</li><li>3. Read pages 139-152, <u>Business Principles and Management</u>, 9th Edition South-Western Publishing Company, 1990. Identify and discuss the four elements of marketing.</li><li>4. Read <u>Planning the Marketing Strategy</u>, PACE Revised, Unit 6, Level 2. Complete all individual and group activities.</li><li>5. Do Problem 3, page 154, <u>Business Principles and Management</u>, 9th Edition, South-Western Publishing Company, 1990.</li><li>6. Do Problem 8-B, <u>Business Principles and Management</u>, 9th Edition, Study Guide, page 42.</li></ol> |
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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Communication  
Exchange  
Financing  
Free market system  
Marketing  
Marketing function  
Marketing mix  
Marketing plan  
Product development  
Storing  
Target market  
Transporting

**Planning the Marketing Strategy**, PACE, Unit 6, Levels 1, 2, and 3, The National Center for Research in Vocational Education, The Ohio State University.

**Business Principles and Management**  
9th Edition

**Advertising Guidelines for Small Retail Firms**  
*(Available at any local Small Business Administration Office.)*

**Marketing Careers**

## BUSINESS MANAGEMENT

### IX. Production and Marketing

#### Competency Goal 9:

*The learner will plan, develop, and evaluate marketing strategies.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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9.2 Describe factors involved in managing promotion; including cost, timeliness and legality.

1. Read pages 194-211, Business Principles and Management, 9th Edition. Identify and discuss the key business terms.
2. Do problems 1 and 3, page 212, Business Principles and Management, 9th Edition.
3. Do Case 11-2, page 213, Business Principles and Management, 9th Edition.
4. View Transparency 11-1, teacher's manual, Business Principles and Management. Discuss the cost, advantage, and disadvantage of each type of advertising media.
5. Create a promotional display for Business and Office Education. Place it in a strategic area of the school.
6. Invite a promotional specialist to speak to the class. Ask the speaker to discuss methods of creating displays and explain the value of the displays to a business.
7. Group Activity--Create a bulletin board showing samples of various kinds of promotional items. Discuss the expected outcome of each.
8. Do 11-D and 11-E, Study Guides, page 55, Business Principles and Management, 9th Edition.
9. Read PACE Revised, Level 1, Unit 13, Promoting the Business. Complete all individual and group activities.



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**KEY TERMS**

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Advertising  
Advertising media  
Advertising cost  
Corrective advertising  
Drive time  
Prime time  
Product  
Promotion  
Promotional methods  
Truth in advertising  
and selling

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**SUGGESTED RESOURCES**

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**Promoting the Business**, PACE Revised, Unit 13,  
Level 1, 2, and 3, National Center for Research in  
Vocational Education, The Ohio State University,  
Columbus, OH.

**Advertising Guidelines for Small Retail Firms**  
*(Available at any Small Business Administration Office.)*

**Business Principles and Management**  
9th Edition

## BUSINESS MANAGEMENT

### X. Critical Issues

#### Competency Goal 10:

*The learner will describe and analyze critical issues affecting business management.*

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#### OBJECTIVES

#### LEARNING OBJECTIVES

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10.1 Describe and analyze government regulations that affect business management.

1. Read pp. 208-216 in Free Enterprise in the United States. List the principles of taxation.
2. Explain the kinds of taxes that affect business management.
3. Read Lesson 14 in Strategies for Teaching Economics on Government Regulation: Effect on Business Decision. Answer questions and discuss answers from handout 14-1, 14-2.
4. Read the article "Government Deregulation of Industries," from the Senior Economist. Act out the role play following the instructions given in the article.
5. Read the article "Consumer Interests and Regulations: Economic and Social," from the Senior Economist. Distribute handout #1 and follow the instructions for completion.
6. Discuss Lesson 6: Our Government and the Economy from "Economics Today," a program from USA TODAY and the Foundation for Teaching Economics, 1989. Complete Activity Sheets 6A and 6B.
7. Complete the simulation on UNDERSTANDING TAXES by using video program and microcomputer.

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## KEY TERMS

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## SUGGESTED RESOURCES

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Direct tax  
Free enterprise  
Income tax  
Indirect tax  
Property tax  
Public good  
Sales tax  
Tax  
Taxation

**"Economics Today"** (A newspaper-based study unit developed by The Foundation for Teaching Economics and USA TODAY, 1989. Write to the Foundation for Teaching Economics, 550 Kearny St., Suite 1000, San Francisco, CA 94108-9981.)

**Master Curriculum Guide for the Nation's Schools (Part II)**  
**Strategies for Teaching Economics: Basic Business and Consumer Education (Secondary)** 1979. Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.

**"The Senior Economist"** Published by the Joint Council on Economic Education, 432 Park Avenue South, New York, New York 10016.

Order forms for two free copies of the complete 14-lesson UNDERSTANDING TAXES package are being offered to every high school in the United States. All of the materials were designed to be duplicated freely and are not restricted by copyright. Write UNDERSTANDING TAXES, Internal Revenue Service, P. O. Box 1400K, Dayton, OH 45414.

**Free Enterprise in the United States**

## SUPPLEMENTARY RESOURCES:

**ANALYZING GOVERNMENT REGULATION: RESOURCE GUIDE.** A secondary resource guide that examines the wide variety of private and government agencies and regulation. Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016. (\$5)

**WEEKLY NEWSLETTER.** Keeps track of national legislative issues that affect businesses. Chamber of Commerce of the US, Congressional Action, 1615 H. Street, NW, Washington, DC 20062. (FREE)

## BUSINESS MANAGEMENT

### X. Critical Issues

#### Competency Goal 10:

*The learner will describe and analyze critical issues affecting business management.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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10.2 Analyze the effects of monetary and fiscal policies on the stability of the economy.

1. Read pages 216-220, in Free Enterprise in the United States. Explain how fiscal policy works.
2. Read pages 472-473, in Managing Your Personal Finances, 2nd Edition. Describe the Federal Reserve System, including its history, structure, and purposes.
3. Read pages 464-475 in Managing Your Personal Finances, 2nd Edition. List and define controls exercised through monetary policy.
4. Read pages 475-478 in Managing Your Personal Finances, 2nd Edition. Explain impact of monetary policy in the economy.
5. Is our country presently believed to be expecting a recession, expansion, slow growth, high or low inflation, high or low unemployment? Write a short report outlining economic conditions. List sources of information.

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**KEY TERMS**

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**SUGGESTED RESOURCES**

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Deficit budget  
Federal Reserve System  
Fiscal policy  
Monetary policy  
National debt  
Surplus budget

**Master Curriculum Guide in Economics: Teaching Strategies for High School Economic Courses, 1985.**  
Joint Council on Economic Education, 2 Park Avenue,  
New York, NY 10016.

**Managing Your Personal Finances**  
2nd Edition

**Free Enterprise in the United States**

**SUPPLEMENTARY RESOURCES:**

"Money, Banking, and the Federal Reserve System: A Teaching Unit." Order from Office of Public Information, Federal Reserve Bank of Minneapolis, 250 Marquette Avenue, Minneapolis, MN 55480 (FREE)

**FEDERAL RESERVE COMIC BOOKS.**

Write to Federal Reserve Bank of New York, Public Information Dept., 33 Liberty St., New York, NY 10045 (FREE)

**GLOSSARY FOR FEDERAL RESERVE TERMS.** Defines many of the terms used in monetary policy, bank supervision and regulations. Board of Governors of the Federal Reserve System, Publications Service, Washington, DC 20551 (FREE)

**ROLE OF GOVERNMENT IN U.S. ECONOMY...FISCAL** Federal Reserve Bank of St. Louis, Public Information Dept., P.O. Box 442, St. Louis, MO 63166 (FREE)

## BUSINESS MANAGEMENT

### X. Critical Issues

#### Competency Goal 10:

*The learner will describe and analyze critical issues affecting business management.*

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#### OBJECTIVES

#### LEARNING ACTIVITIES

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|------|--|----|--|
| 10.3 | Describe and analyze government regulations affecting international trade. | 1. | Read pp. 501-503 in <u>Managing Your Personal Finances</u> , 2nd Edition. Describe the process of international trade, including the exchange rate and the international monetary system.  |
|      |  | 2. | Read pages 503-505, in <u>Managing Your Personal Finances</u> , 2nd Edition. Discuss problems created by international trade, including competitiveness and productivity, national defense, protectionism, and trade restrictions. |
|      |  | 3. | Find an article in a current periodical that discusses trade restrictions of tariffs and trade quotas between the United States and Japan. Summarize the article in 200 words or less. List your source and date of information.   |
|      |  | 4. | Use a current chart of exchange rates for international currency and notice the different rates for the American dollar as compared to other countries. Discuss the effect this would have on international trade.                 |

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## KEY TERMS

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Comparative advantage  
Exchange rate  
International Monetary Fund  
Quota  
Tariff  
Trade deficit  
Trade surplus

## SUGGESTED RESOURCES

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**"Economics Today"** (A newspaper-based study developed by The Foundation for Teaching Economics and USA TODAY, 1989. Write to the Foundation for Teaching Economics, 550 Kearny St., Suite 1000, San Francisco, CA 94108-9981.)

Obtain copies of "What's the Difference," a poster showing the different items one could buy in several countries for certain working hours. Write NFIB Foundation, P. O. Box 7515, San Mateo, CA (1 copy/\$1, 10 copies/\$4)

**Managing Your Personal Finances**  
2nd Edition

**"The Senior Economist"**  
Published by the Joint Council  
on Economic Education, 432 Park Avenue South, New  
York, NY 10016.

### LIST OF PERIODICALS:

USA TODAY, CHANGING TIMES, BUSINESS WEEK,  
US NEWS AND WORLD REPORT, AND NEWSWEEK

### SUPPLEMENTARY RESOURCES:

ANNOTATED BIBLIOGRAPHY OF TEACHING  
MATERIALS FOR GLOBAL ECONOMICS.

Free or inexpensive materials. Center for Economic  
Education, College of St. Thomas, St. Paul, MN 55105 (\$3)

## PARTIAL LISTING OF RESOURCE MATERIALS

### PRINTED MATERIALS

- Abelow, Daniel, And Edwin J. Hilpert. Communications in the Modern Corporate Environment, Prentice-Hall, Inc., Englewood Cliff, NJ, 1986.
- Ahituv, Niv, and Seev Neumann. Principles of Information Systems for Management, 2nd Edition, William C. Brown Company, Dubuque, IA, 1986.
- Athey, Thomas H., et al. Computers and End User Software, Scott, Foresman and Company, Tucker, GA, 1987.
- Bell, Arthur H. Business Communication: Process and Practice, Scott, Foresman and Company, Tucker, GA, 1987.
- Bender, Guider, and Woodin. Mastering Parliamentary Procedure, G. A. Biery, Zanesville, OH, 1983.
- Birringer, John R., Mike Hill, Robert Leonard, and Lloyd Foster. Time Management, Terms, Federal Reserve System, Publications Service, Washington, DC 20551. (Free)
- Board of Directors of the Federal Reserve System. Glossary for Federal Reserve Terms, Federal Reserve System, Publications Service, Washington, DC 20551. (Free)
- Brightman, Richard W., and Jeffery M. Dimsdale. Using Computers in an Information Age, South-Western Publishing Company, Cincinnati, OH, 1986.
- Burch, John G., and Gary Srudnitski. Information Systems: Theory and Practice, John Wiley and Sons, Inc., New York, NY, 1986.
- Canio, Robert. Art of Delegation, The Ohio State Curriculum Lab, The Ohio State University, Columbus, OH, 1976.
- Center for Economic Education. Annotated Bibliography of Teaching Materials for Global Economics, College of St. Thomas, St. Paul, MN 55105. (\$3)
- Chamber of Commerce of the U.S. "Weekly Newsletter," Chamber of Commerce of the U.S., Congressional Action, 1615 H Street, NW, Washington, DC 20062.
- Chapman, Elwood N. The Fifty Minute Supervisor, The MarkEd Resource Center, The Ohio State University, Columbus, OH, 1988.



Consumer Information Center, What Every Investor Should Know, Consumer Information Center-G, P. O. Box 100, Pueblo, CO 81002. (Booklet)

Crawford, Lucy C. Supervisory Skills in Marketing, Mc-Graw-Hill Publishing Company, New York, NY, 1978.

Daggett, William E., and Martin J. Marraza. Solving Problems/Making Decisions, South-Western Publishing Company, Cincinnati, OH, 1983.

Daily, D. J. Small Computers Series and Applications, McGraw-Hill Publishing Company, New York, NY, 1987.

Eggland, Steven A. Marketing Careers, 2nd Edition, South-Western Publishing Company, Cincinnati, OH, 1984.

Everard, Kenneth E., and Jim Burrow. Business Principles and Management, 9th Edition, South-Western Publishing Company, Cincinnati, OH, 1990.

Facts on File. Software Reviews on File, Facts on File, Inc., New York, NY. (Monthly Update)

Federal Bank of New York. "The Story of Checks and Electronic Payments," Federal Bank of New York, Public Information Department, Boston, MA 02106. (Booklet)

Federal Reserve Bank of New York. Federal Reserve Comic Books, Federal Reserve Bank of New York, Public Information Center, 33 Liberty Street, New York, NY 10045 (Free)

Federal Reserve Bank of St. Louis. "Role of Government in the U. S. Economy," Federal Reserve Bank of St. Louis, Public Information Department, P. O. Box 442 St. Louis, MO 63166. (Free)

"Forecasting, An Effective Tool to Improve Decision Making," Small Business Report, August, 1986, Vol. II, Issue 8.

Foundation for Teaching Economics. Economics Today, The Foundation for Teaching Economics, 550 Kearny Street, Suite 1000, San Francisco, CA 94108-9981, 1989. (A newspaper-based study unit jointly developed with USA TODAY.)

Guerrieri, Donald, F. Barry Haber, William Hoyt, Robert Turner. Houghton Mifflin Accounting, First Year Course, Houghton Mifflin Company, Boston, MA., 1988.

Internal Revenue Service. Understanding Taxes, Internal Revenue Service, P. O. Box 1400K, Dayton, OH 45414. (Materials may also be ordered by contacting the Internal Revenue Service in North Carolina: Taxpayer Education Coordinator, Internal Revenue Service, 320 Federal Place, Rm. 128, Greensboro, NC 27401.)

Kallaus, Norman F., and B. Lewis Keeling. Administrative Office Management, 9th Edition, South-Western Publishing Company, Cincinnati, OH, 1987.

Koory, Jerry L. and Donald B. Medley. Management Information Systems: Planning and Decision Making, South-Western Publishing Company, Cincinnati, OH, 1987.

Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.

The following materials are available from the council:

"Analyzing Government Regulation: A Resource Guide"

"Strategies for Teaching Economics: Basic Business and Consumer Education"

"Teaching Strategies for High School Economics Courses"

"The Role of Unions in the American Economy"

"The Senior Economist"

Luter, Robert P. The Management Function, 2nd Edition, Instructional Materials Center, The University of Texas, 1975.

Marketing Education Resource Center, Inc., Economic LAPS, Marketing Education Resource Center, Inc., The Ohio State University, 1375 King Avenue, P. O. Box 12226, Columbus, OH 43212-0226

Mason, Ralph, Patricia Rath and Stewart Husted. Marketing Practices and Principles, 4th Edition, Mc-Graw-Hill Publishing Company, New York, NY, 1986.

McLaughlin, Hugh F., and J. Russell Boulding. Financial Management with Lotus 1-2-3, Prentice-Hall, Inc., Englewood, NJ, 1986.

National Center for Research in Vocational Education, The Ohio State University, Publications Office, 1960 Kenny Road, Columbus, OH 43210-1090.

(514) 438-3655 or 1-800-848-4815

Program for Acquiring competence in Entrepreneurship (PACE), Revised, is an individualized competency-based entrepreneurship curriculum that has the following booklets available:

"Keeping the Business Records" (Unit 15)

"Managing the Finances" (Unit 16)

"Planning the Marketing Strategy" (Unit 6)

"Promoting the Business" (Unit 13)

"Protecting the Business" (Unit 18)

National Association of Parliamentarians. Pointers on Parliamentary Procedure, National Association of Parliamentarians, Kansas City, MO, 1984.

National Federation of Independent Business. "What's the Difference," National Federation of Independent Business, P. O. Box 7515, San Mateo, CA 94403. (A poster showing the number of hours a person has to work to purchase selected items in several countries. 1 copy/\$1, 10 copies/\$4)

North Carolina State Department of Public Instruction. Marketing and Merchandising Curriculum Guide, Marketing Education Department, 116 W. Edenton Street, Raleigh, NC 27603-1712.

Oklahoma State Department of Vocational and Technical Education. Learn, Grow, Become: FBLA Edition, Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, Stillwater, OK 74074, 1988.

Olsen, Arthur A., and Thomas J. Hallstones. Economics--Principles and Applications, 10th Edition, South-Western Publishing Company, Cincinnati, OH, 1985.

Pintel, Gerald, and Jay Diamond, Retailing, Prentice-Hall, Inc., Englewood, NJ, 1987.

Ryan, Henry M. Robert's Rules of Order, Newly Revised, Scott, Foresman and Company, Glenview, IL 1981.

Ryan, Joan S. Managing Your Personal Finances, 2nd Edition, South-Western Publishing Company, Cincinnati, OH, 1990.

Small Business Administration, Office of Business Development, Mail Code: 7013, Washington, DC 20416.

Several publications are available from the U. S. Small Business Administration. including:

"A Handbook of Small Business Finance"

"ABC's of Borrowing"

"Effective Business Communications"

"Financial Recordkeeping for Small Stores"

"How to Get Started With A Small Computer"

"Insurance Checklist for Small Business"

"Keeping Records in Small Business"

"Managing Employee Benefits"

**Small Business Management and Ownership**, Superintendent of Documents, U. S. Government Printing Office, Washington, DC (202) 783-3238

(A four-volume set of materials.)

Volume 1-Minding Your Own Business: An Introductory Curriculum for Small Business Management

Volume 2-Something Ventured, Something Gained: An Advanced Curriculum for Small Business Management

Volume 3-Location Decisions

Volume 4-Miniproblems in Entrepreneurship

Sampson, Harland E., and Wayne G. Little. **Retail Merchandising**, 10th Edition, South-Western Publishing Company, Cincinnati, OH, 1988.

Senn, James A. **Information Systems in Management**, 3rd Edition, Wadsworth Publishing Company, Belmont, CA.

Shinn, George. **Leadership Development**, 2nd Edition, McGraw-Hill Publishing Company, New York, NY, 1986.

Sigband, Norman B., and David Bateman. **Communicating in Business**, Scott, Foresman and Company, Tucker, GA, 1987.

South Carolina Department of Education. **Parliamentary Procedure Made Easy**, South Carolina Department of Education, Columbia, SC 1983.

Swanson, Robert M., Kenton E. Ross, and Robert D. Hanson. **Century 21 Accounting**, 4th Edition, First-Year Course, South-Western Publishing Company, Cincinnati, OH, 1989.

Timm, Paul R. **Managerial Communication: A Finger on the Pulse**, 2nd Edition, Prentice-Hall Inc., Atlanta, GA, 1986.

Tucker, III, Ervin B. **Economics for Young Americans**, The Tucker Press, Matthews, NC, 1987.

University of Colorado, "Books Useful in Teaching Business Applications on the Computers," School of Business Administration, University of Colorado, Boulder, CO. (Annual bibliography available)

Weaver, D. H., E. B. Brower, J. M. Smiley, V. Rose. **Accounting: Systems and Procedures**, 5th Edition, McGraw-Hill Publishing Company, New York, NY, 1988.

Wyllie, Eugene D., and Roman F. Warmke. **Free Enterprise in the United States**, South-Western Publishing Company, Cincinnati, OH, 1980.

## **VISUAL MATERIALS**

- "Communicating Effectively: An Essential Skill for Job Success," Barr Films, 3490 East Foothill Boulevard, P. O. Box 5667, Pasadena, CA. (20-minute film)
- "Communications: Barriers and Pathways," AIMS Media, 6901 Woodley Avenue, Van Nuys, CA. 92406-4878. (22-minute film)
- "The Corporation: Automation Chaos," Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, IL 60611. (One of three films in a series entitled Managing Information Systems.)
- "Creative Problem Solving: How to Get Better Ideas." (CRM Films, 2233 Faraday, Suite F, Carlsbad, CA 92008. (26-minute film)
- "Easy to Use," British Broadcasting Company--TN (BBC), 630 Fifth Avenue, New York, NY 10020. (One of six videos from a series entitled The Electronic Office Series.)
- "Improving Management Productivity: 5 Ways to Manage Conflict," Xicom Video Arts, Sterling Forest, Tuxedo, NY 10987. (30-minute video)
- "Listening: A Key to Problem Solving," AIMS Media, 6901 Woodley Avenue, Van Nuys, CA 92406-4878. (22-minute film)
- "Meetings, Bloody Meetings," Xicom Video Arts, Sterling Forest, Tuxedo, NY 10987. (30-minute video)
- "Non-verbal Communication," Salenger Educational Films, 470 Park Avenue South, New York, NY 10016. (15-minute video)
- "Open For Business," McGraw-Hill Publishing Company, New York, NY, 1989. (Six half-hour video programs in which entrepreneurs give practical and memorable advice about starting and running a business. Retail, manufacturing, and service businesses--ranging from very small businesses to large corporations--are covered.)
- "Sexual Harassment: No Laughing Matter," South-Western Publishing Company, Cincinnati, OH 45227. (15-minute video) Available from the Business and Office Education Section, NC State Department of Public Instruction.
- "What is a Computer?" Xicom Video Arts, Sterling Forest, Tuxedo, NY 10987. (One of four videos from a series entitled Introducing Computers.)

## **COMPUTER SOFTWARE**

Furjanic, Shella Whitney. Profit & Loss: A Microcomputer Simulation, McGraw-Hill Publishing Company, New York, NY 1982.

Lewis, Phillip C., and Chad T. Lewis. The Donut Franchise: A Microcomputer Simulation, McGraw-Hill Publishing Company, New York, NY, 1984.

Simon, James C., and Peter C. Casillo. GADGETRONICS--A Retail Decision Making Simulation, South-Western Publishing Company, Cincinnati, OH, 1985.